

Domain 3: Instruction



Component 3d. Using Assessment in Instruction

Arkansas TESS Training

Based on:

The Framework for Teaching by Charlotte Danielson

Overview. . .

The purpose of this training is to provide access for Arkansas educators who wish to create or add to understanding of the content of the Arkansas Teacher Excellence and Support System Rubric.

The TESS Rubric is based on The Framework for Teaching Rubric by Charlotte Danielson. The Rubric of this presentation is used to guide Classroom Educators. Other rubrics for this system exist for Specialty Educators.

For further assistance:

Office of Educator Effectiveness

Arkansas Department of Education

501.683.3160

<http://www.arkansased.gov/>

Components of Domain 3: Instruction

3a. Communicating with Students

3b. Using Questioning and Discussion Techniques

3c. Engaging Students in Learning

3d. Using Assessment in Instruction

3e. Demonstrating Flexibility and Responsiveness

Learning Outcomes:

3d. Communicating with Students

- Understand the elements of 3d
- Distinguish the difference in levels of performance
- Review examples of 3d evidence
- Identify my level of performance on 3d
- Create next steps to improve my level of performance in 3d

Understanding

3d. Using Assessment in Instruction

- Teachers must know that assessment is not the 'end' of learning, but 'part' of learning.
- Teaching is literally making decisions every day, all day. These must be professional and purposeful. The best driver for this process is assessment 'during' the learning.
- Eliciting student responses while monitoring student work provides great insight for needed changes. Establishing a culture of feedback for students to use in their learning leads to ownership, confidence and responsibility for each student.

Elements of 3d

1. Assessment criteria

- ▶ Students are fully aware of the criteria and performance standards by which their work will be evaluated.*

*Proficient Level of Performance

Elements of 3d

2. Monitoring of student learning

- ▶ Teacher monitors the progress of groups of student in the curriculum, making limited use of diagnostic prompts to elicit information.*

*Proficient Level of Performance

Elements of 3d

3. Feedback to students

- ▶ Teacher's feedback to students is timely and of consistently high quality.*

*Proficient Level of Performance

Elements of 3d

4. Student self-assessment and monitoring of progress

- ▶ Students frequently assess and monitor the quality of their own work against the assessment criteria and performance standards.*

*Proficient Level of Performance

TESS Evidence for 3d

Observer's notes

- Teacher and/or Student quotes
- Teacher and/or Student behavior
- Observations of the classroom environment
- Numerically-qualified statements of instructional implementation

Artifacts (Products of teacher or student work)

Planning for 3d evidence:

If the teacher's goal is to have students who are fully aware of the criteria and performance standards for their work, then

1. How might the teacher inform students of performance criteria and/or standards? What actions would ensure the incorporation of the language of learning?
2. Should the teacher provide exemplars and non-exemplars for every lesson? Where might these resources be found?
3. An effective teacher is familiar with these concepts: student articulation of standards, letter-grade developmentally appropriate alternatives.

Planning for 3d Evidence

If the teacher's goal is to monitor the progress of groups of students and implement diagnostic prompts, then

1. What well-known strategies might be used to check for understanding? What non-traditional method(s) may be employed?
2. How might student homework be valuable in this process?
3. How might student understanding inform student grouping for learning?

Planning for 3d evidence:

If the teacher's goal is to provide timely and high quality feedback to students, then

1. How would a teacher determine the most effective format of feedback for his/her students?
2. How are these concepts related to learning feedback for students: developmentally-appropriate, actionable, reflective?
3. Feedback to students should be timely. What is 'timely'?
4. How can students be encouraged to use feedback for learning?

Planning for 3d evidence:

If the teacher's goal is to have students who self-assess and monitor their own learning against required standards, then

1. How could the teacher 'front-load' students for self-assessment and check-ups on learning?
2. Is there always a need for students to be taught to self-assess and monitor self-learning?
3. How might these concepts support this process: record-keeping, student articulation of learning, test analysis?

Which 3d element does this observation evidence address?

Teacher: "Come up with some questions about the books?"
Students reply: "Why is there a mouse in every book? Why are the characters different?" Teacher: "Give me a thumbs up if you remember writing a friendly letter." Students raise their hands.
Teacher: "What is this?" Student: "Body." Teacher touches a student: "Am I talking about this body?" Student: "No. This body." The student points to the body of the letter.

- a. Assessment Criteria**
- b. Monitoring of Student Learning**
- c. Feedback to Students**
- d. Student Self-Assessment and Monitoring of Progress**

Answer is b.

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Which 3d element does this observation evidence address?

Teacher comments give students information needed to adjust what they are doing as they have used the checklist to self-assess and solve the problem; teacher provides time to think and reflect.

- a. Assessment Criteria**
- b. Monitoring of Student Learning**
- c. Feedback to Students**
- d. Student Self-Assessment and Monitoring of Progress**

Answer is d.

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Which 3d element does this observation evidence address?

Teacher: "This is a lesson in note taking—digging for treasure. What do we do when we dig for treasure? Right, you take a shovel and dig in the dirt. You set the dirt aside to get to the treasure. You are going to skim, scan, underline sentences that answer the questions, circle the 'treasures' or key words. The first page you see is an example of finding answers in the text to the questions at the bottom of the page by skimming, scanning and underlining sentences that answer the questions."

- a. Assessment Criteria**
- b. Monitoring of Student Learning**
- c. Feedback to Students**
- d. Student Self-Assessment and Monitoring of Progress**

Answer is a.

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Which 3d element does this observation evidence address?

The teacher gives general feedback when making the model. When Jacob asks, "Did I do this right?" The teacher responds, "Yes, perfect!"

Teacher: "Class, there may be more than one answer. List as many 'treasure' words as possible." The teacher commented to a student. Teacher: "Why do you think soldiers? Okay, I agree with you; circle that."

- a. Assessment Criteria**
- b. Monitoring of Student Learning**
- c. Feedback to Students**
- d. Student Self-Assessment and Monitoring of Progress**

Answer is c.

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Arkansas TESS has 4 levels of performance. . . .

Distinguished

- Master Teacher
- Contributes to the field in and out of school
- Instructs for a 'community of learners'
- Facilitates motivated students: engaged and responsible for learning

Arkansas TESS has 4 levels of performance. . . .

Proficient

- Understands rubric component and proves competent implementation of concepts
- Possesses Professional and Decisional Capacity and commitment to them
- Constantly improving his/her practice through self-motivated learning and willingness to seek best practice for student growth

Arkansas TESS has 4 levels of performance. . . .

Basic

- Appears to understand concepts of a component and works to implement the elements
- Practice may not be consistent or entirely successful
- Willingness to learn from professional resources and other educators in seeking personal professional improvement

Arkansas TESS has 4 levels of performance. . . .

Unsatisfactory

- Doesn't appear to understand concepts of rubric component
- Exhibits little or no commitment for improving professional practice
- May be inappropriate in instruction and/or communication with students

Rubric Levels of Performance Vocabulary

Unsatisfactory	Basic	Proficient	Distinguished
Not No Not clear Unaware Does not respond Poor Not congruent	Some Attempts to Limited Moderate Uneven Inconsistent Rudimentary	Consistent High quality Timely Accurate Appropriate Clear Effective High expectations	All students Highly effective Entirely appropriate Adapted for individual students Fully aligned Extensive

This is which level of performance for 3d?

1. Assessment is occasionally used in instruction, through some monitoring of progress of learning by the teacher and/or students. Feedback to students is uneven, and students are aware of only some of the assessment criteria used to evaluate their work.

- Distinguished
- Proficient
- Basic
- Unsatisfactory

This is which level of performance for 3d?

2. Assessment is not used in instruction, either through monitoring of progress by the teacher or students, or through feedback to students. Students are unaware of the assessment criteria used to evaluate their work.

- Distinguished
- Proficient
- Basic
- Unsatisfactory

This is which level of performance for 3d?

3. Assessment is regularly used in instruction, through self-assessment by students, monitoring of progress of learning by the teacher and/or students, and high-quality feedback to students. Students are fully aware of the assessment criteria used to evaluate their work.

- Distinguished
- Proficient
- Basic
- Unsatisfactory

This is which level of performance for 3d?

4. Assessment is used in a sophisticated manner in instruction, through student involvement in establishing the assessment criteria, self-assessment by students, monitoring of progress by both students and teacher, and high-quality feedback to students from a variety of sources.

- **Distinguished**
- **Proficient**
- **Basic**
- **Unsatisfactory**

Level of Performance Answers

- 1) Basic
- 2) Unsatisfactory
- 3) Proficient
- 4) Distinguished

Any surprises?

What does 3d look like?

When observing a lesson in your classroom, your principal or other evaluator/observer may look for the following:

- Teacher and peer comments on student work
- Teacher using body language to encourage students
- Effective feedback that is specific, descriptive, understandable;
- Comments which give students information needed to adjust what they are doing and get better at it or solve a problem; it provides time to think and reflect; performance is related to standards
- All feedback is provided in a timely fashion, “on the spot”, or on work products, as needed to support learning

Remember

Target *Proficient* performance because
“Our performance goal is to LIVE in 3...
And vacation in 4.”

Think about it. . .

- After reviewing the Performance Levels for **Component 3d: Using Assessment in Instruction** explain some methods you have used to incorporate formative feedback in learning.
- Which element of this component do you find most familiar?
- With which element are you least familiar?
- How could you ensure formative assessment is a 'working tool' during your instructional implementation?

Resources for Additional Learning

- **Enhancing Professional Practice: A Framework for Teaching**, 2nd Edition (Professional Development) by Charlotte Danielson
- **The Handbook for Enhancing Professional Practice: Using the Framework for Teaching in Your School** by Charlotte Danielson
- **Implementing the Framework for Teaching in Enhancing Professional Practice: An ASCD Action Tool** by Charlotte Danielson